

Director Explains HEOP's Mission

BY JULIUS MITCHELL

In the fall of this school year, I became the Director of the Higher Education Opportunity Program (HEOP). I have since become amazed at the number of individuals on this campus who do not know the philosophy of HEOP or why this institution adopted the program; that many accept the myth that HEOP students are getting a "Free ride," and that HEOP is only for black students.

I shall attempt to clarify HEOP's mission in a series of articles which I hope will enable each of us on campus to see what the rewards of HEOP have been and will continue to be for both the university community and especially for its students.

The HEOP is an Amended Act passed by the state of New York in 1966. This act was established to coordinate educational policies for providing opportunity for higher education for the economically

and academically disadvantaged. Economically disadvantaged is defined as "a member of a household supported by one or more members whose total taxable or non-taxable income cannot exceed a fixed amount" according to guidelines set by the Board of Regents of this state.

The academically disadvantaged, as defined by the Regents, include "students whose practicability of academic success at any selective institution is marginal." Although there are no firm criteria for selectivity, there are two that many regard as useful; percentage of applicants who are admitted and their scores on standardized test, especially the SATs. A selective institution should not take more than 2/3 of its applicants and they should average 500 or better on the verbal math and SAT aptitude test. St. Lawrence's HEOP office criteria is to accept those students who do not meet our normal admissions

standards.

The program began the name of Search for Education, Evaluation and Knowledge (SEEK), a New York City based program. As more funds become available and SEEK proved to be a success, a program known as Educational Opportunity Program (EOP) was established at State Universities and Colleges. This was followed by an extension to the private institutions of the state under the name of higher Educational Opportunity Program (HEOP).

HEOP's main purposes are to "advance the cause of educational opportunities in higher education, to support special programs for the screening, testing, counseling, and tutoring of students who are: (1) graduates of an approved high school as individuals who have attained a New York State high school equivalency diploma, (2) who have the potential for a successful completion of a post-secondary program and, (3)

are economically and academically disadvantaged, as defined by the Regents. This program is applicable only to residents of the state of New York.

ADOPTION OF HEOP

St. Lawrence became involved with the Higher Education Opportunity Program in 1969. At this point the University was very skeptical toward the program's future on this campus, not because the University lacked the willingness to make the commitment but because it was wary of the state guidelines with which it must operate. For example, an original guideline quoted "accept students who were expected to fail."

St. Lawrence withdrew from the program in 1972, or should I say, it stopped accepting freshmen. The University felt that, as a highly selective school, it was impossible to accept students who, when measured against its standards, were completely educationally disadvantaged. (arbitrarily defined as being "under a specific SAT level"). Schools such as Hobart, Syracuse, Cornell, Colgate, RPI, Union, Hamilton, etc. expressed the same views about the state guidelines.

In 1974, the state redefined its guidelines, and the new guidelines are in effect today.

St. Lawrence returned to the program that year by accepting freshman into HEOP. Also, at that time the University made a firm commitment to the state of New York, including the possibility of hiring a full-time director of the program.

According to most of the individuals I interviewed who were here at that time, it was agreed that the university needed this program for two primary reasons. First, all institutions in this country have an obligation to society to advance deficient students by providing funds, time and patience. Second, there was and still is a considerable educational value in having a student body with diversity in attitudes, values, and backgrounds. As one individual put it, "a student body composed in its entirety of students from similar backgrounds, values, and attitudes would seem unhealthy, for, where all think alike, little thinking is done." Students living together learn from each other.

Thus, by enrolling the disadvantaged student, St. Lawrence was and still is, fulfilling a Need of society and adding an educational dimension to the college community, especially its student body.

Poetry Contest Seeks Entries

BY AMY CARMICHAEL

The annual poetry contest, open to all undergraduates, is currently underway on campus. All poems must be submitted to Dr. Albert Glover, professor of English, by April 16. The winner receives a \$100 prize.

St. Lawrence University is among more than 80 schools throughout the country which now conduct competitions for this poetry contest run by the Academy of American Poets. Each prize program is established at a college or university for a five year term, renewable at five year intervals.

At St. Lawrence the contest is endowed in the memory of James Price, an assistant professor of English in the early 1970s. Money was collected in his name through the English Department. This money is the basis for the \$100 prize awarded jointly with the Academy of American Poets.

The English Department sponsors each competition and appoints the judges. Dr. Albert Glover serves as the liaison with the Academy. He administers the contest and determines the judge. This year Dr. George McFarland is the judge.

Judges are resident or visiting poets. St. Lawrence has some history of outside judges. Last year, John Ashbery, a well-known poet, was the judge; he was on campus for a reading at the time of the contest.

Rules for the contest are as follows: Contestants may enter

single poems to be evaluated individually or a group of poems to be considered as a single work. The poems may be of any length, any style, and any form. Usually winning poems are punctuated and formal, not experimental, although there is no specific format.

Each poem is given a number so that the poems are judged anonymously. The judge may choose to divide the prize. The winner is announced at Moving-Up day on April 28.

Recognition in this poetry contest can form the basis of a career as a poet. Copies of the winning poem or poems are sent to the Academy of American Poets where they are kept on file. Every five or six

years anthologies of the best poems are published.

The number of entrants varies greatly from year to year. Last year there were 11 entrants.

It is difficult to determine whether the number of entrants is due to publicity or interest in poetry on campus. There might be a correlation between the number of entrants and the size of the poetry workshop class. In 1980 when the workshop was quite large there were 23 entrants.

"For many people poetry writing is a private activity, not a course activity," said Dr. Glover. He continued, "One of the benefits of the contest is finding new writers, new talent on campus."

Hills Named President

Dr. Stuart L. Hills, Piskor professor of sociology at St. Lawrence University, has been elected president of the Association for Humanist Sociology.

The Association is a national organization of sociologists who consider it an ethical responsibility of social scientists to contribute actively though their scholarly practice to improvements in the quality of human life as well as to increased understanding of social reality.

Members engage in professional activities which emphasize the examination of underlying value implications

and moral and ethical dimensions of society and social problems.

Professor Hills, former secretary of the AHS, is the author of the books, "Crime, Power, and Morality" and "Demystifying Social Deviances" and numerous journal articles on crime, drugs, delinquency, human sexuality, and race relations.

In 1980, Dr. Hills received the Owen D. Young Award as "Outstanding Teacher" at St. Lawrence. He received his B.A. degree from the College of Wooster and his Ph.D. in sociology from Indiana University. He has been at St. Lawrence since 1971.

Anthropology Major Offered This Year

This spring for the first time in its history, St. Lawrence offers a major in anthropology. Anthropology courses have been offered here for at least 50 years, but until now the Department of Sociology and Anthropology has only offered a major in sociology, with additional courses in anthropology and social welfare. In 1978, Richard Perry, who had been teaching anthropology here since 1971 and had done his field work among the Western Apache of southern Arizona, was joined by John Barthelme, an archaeologist who did his research in Kenya at sites associated with some of the earliest known human remains. Barthelme's arrival greatly expanded the variety of courses that could be offered. This year Professor Barthelme was on leave and was replaced by Dr. Michael Malpass, who has done field research in Hawaii, neolithic sites in Holland, and the coastal and highland regions of Peru.

They were joined this fall by Alice Pomponio. Dr. Pomponio's field research was in the Siassi Islands of the South Pacific off the coast of New Guinea, as well as in Italy. Her special fields of expertise within cultural anthropology include psychological an-

thropology, symbolic anthropology and education, and language and culture. With this staff, the department now can present a rich selection of courses in the four subareas of archaeology, cultural anthropology, linguistics and physical anthropology.

Although the program can provide an excellent preparation for those students who choose graduate study in anthropology, the primary emphasis is on the centrality of anthropology to the liberal arts, as a discipline that lends powerful cross-cultural insights and long-range perspectives on human physical development, complementing other disciplines and providing a broad and unique approach to understanding the human condition.

Freshman and sophomores taking their first course in anthropology are advised to enroll in Anthropology 101 before continuing into the various subareas. Majors are encouraged to develop a grasp of all four of these subareas, as well as to explore in depth subjects of special interest to them. Information on courses, major requirements and honors is available in the Sociology and Anthropology department office, Piskor Hall 114.

THE HILL NEWS

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